School Year: **2019-20**

Laurel Elementary School

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Laurel Elementary School	41690396044945	06/13/2019	

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Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Faculty Meeting, April 23, 2019, 3:20-4:20pm, Laurel Elementary, Principal and Certificated Staff
Faculty Meeting, May 28, 2019, 3:20-4:20pm, Laurel Elementary, Principal and Certificated Staff
School Site Council Meeting, May 23, 2019, 3:20-5:00pm, Laurel Elementary, Principal and School Site Council members (certificated, classified, and parents)
ELAC Meeting, June 05, 2019, 6:00-7:30pm, Laurel Elementary, Principal and ELAC meeting participants (Principal and Laurel families)

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
525	**45.1%**	**39.6%**	**0.2%**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	208	39.6%
Foster Youth	1	0.2%
Homeless	5	1.0%
Socioeconomically Disadvantaged	237	45.1%
Students with Disabilities	52	9.9%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	7	1.3%
American Indian	1	0.2%
Asian	44	8.4%
Filipino	17	3.2%
Hispanic	260	49.5%
Two or More Races	32	6.1%
Pacific Islander	8	1.5%
White	154	29.3%

Data Statements: Strength

Data Statements: Challenges

Why are we getting these results?

School and Student Performance Data

Data Indicators and Targets

Laurel Elementary School							
Summative Indicators			**Literacy**				
			Summative Indicators section				
	16-17 Score [Baseline]	**17-18 Score [Dec 2018]**	**17-18 SMFCSD School Expected Targets**		**17-18 Actual Performance**	**Met Target?**	**18-19 Target**
Overall "Average Points Above Standard"	-30.3 points below standard	-23.4 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	-23.4 points below	No	10 points above
			GROWTH (PROGRESS EXPECTED)	8 point rise	6.9 point rise	No	8 point rise
SED "Average Points Above Standard"	-77.1 points below standard	-83.9 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	0 points above	-83.9 points below	No	0 points above
			GROWTH (PROGRESS EXPECTED)	15 point rise	-6.8 point decrease	No	15 point rise
EL "Average Points Above Standard"	-82.1 points below standard	-76.2 points below standard	GROWTH (PROGRESS EXPECTED)	15 point rise	6 point rise	No	15 point rise
SwD "Average Points Above Standard"	-102.6 points below standard	-85.5 points below standard	GROWTH (PROGRESS EXPECTED)	15 point rise	17.1 point rise	Yes	15 point rise
3rd Grade "Average Points Above Standard"	-35.2 points below standard	-34.8 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	-34.8 points below	No	10 points above
5th Grade "Average Points Above Standard"	-35.9 points below standard	-14.9 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	-14.9 points below	No	10 points above
8th Grade "Average Points Above Standard"	N/A	N/A	STATUS (EXPECTED LEVEL TO BE ATTAINED)	N/A	N/A	N/A	N/A
ELPAC Performance	Pending	Pending	GROWTH (PROGRESS EXPECTED)	Pending	Pending	Pending	Pending
Leading Indicators							
	Baseline [Fall 2018]	**Final Assessment [Spring 2019]**					
Galileo	49% Met Standard	46% Met Standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	65 % Met	46% Met	No	65 % Met
			GROWTH (Met Expected DL Score Growth from Benchmark 1 to 2)	80 % Met Growth	46% Met Growth	No	80 % Met Growth
	Baseline [Fall 2018] 1st Trimester	**Final Assessment [Spring 2019] 3rd Trimester**					
F&P	44% Met Standard	52% Met Standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	65 % Met	52% Met	No	65 % Met
			GROWTH (PROGRESS EXPECTED)	80 % Met Growth	50% Met Growth	No	80 % Met Growth

	Mathematics						
Summative Indicators							
	16-17 Score [Baseline]	**17-18 Score [Dec 2018]**	***17-18 SMFCSD School Expected Targets***		**17-18 Actual Performance**	**Met Target?**	***18-19 Target***
Overall "Average Points Above Standard"	-16.9 points below standard	-31.5 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	-31.5 points below	No	10 points above
			GROWTH (PROGRESS EXPECTED)	5 point rise	-14.6 point decrease	No	5 point rise
SED "Average Points Above Standard"	-57.4 points below standard	-82.6 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	0 points above	-82.6 points below	No	0 points above
			GROWTH (PROGRESS EXPECTED)	15 point rise	-25.1 point decrease	No	15 point rise
EL "Average Points Above Standard"	-58.9 points below standard	-71.3 points below standard	GROWTH (PROGRESS EXPECTED)	15 point rise	-12.3 point decrease	No	15 point rise
SwD "Average Points Above Standard"	-71.2 points below standard	-77.6 points below standard	GROWTH (PROGRESS EXPECTED)	15 point rise	-6.4 point decrease	No	15 point rise
3rd Grade "Average Points Above Standard"	-7.4 points below standard	-28.3 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	-28.3 points below	No	10 points above
5th Grade "Average Points Above Standard"	-22 points below standard	-33 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	-33 points below	No	10 points above
8th Grade "Average Points Above Standard"	N/A	N/A	STATUS (EXPECTED LEVEL TO BE ATTAINED)	N/A	N/A	N/A	N/A
Leading Indicators							
	Baseline [Fall 2018]	**Final Assessment [Spring 2019]**					
Galileo	32% Met Standard	37% Met Standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	60 % Met	37% Met	No	60 % Met
			GROWTH (Met Expected DL Score Growth from Benchmark 1 to 2)	80 % Met Growth	46% Met Growth	No	80 % Met Growth

Data Statements: Strength

1. SwD ELA rise above target
All Students and EL rise was positive and just short of targets
5th grade ELA status higher than 3rd and All Students (suggesting students do better the longer they attend Laurel)

Data Statements: Challenges

2. The ELA/Math status of All Students and SED students were well below targets
SED, EL, and SwD Math growth declined
5th grade Math status below target and below All Students

Why are we getting these results?

3. More PD in Math across grade levels is needed
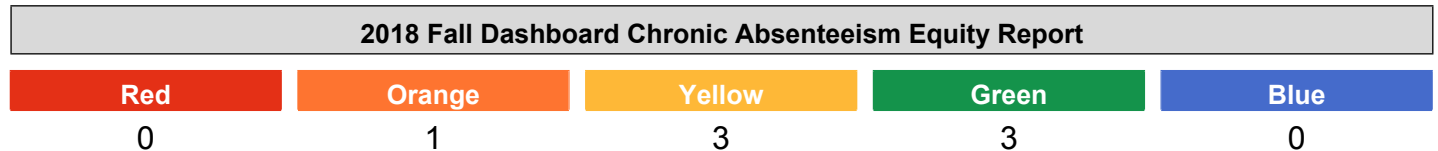Teachers need continued collaboration on Benchmark best practices with professional guidance

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest
Performance   Red   Orange   Yellow   Green   Blue   Highest
Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	3	3	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Green	No Performance Color
8.7% chronically absent	7.3% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0.2%	Declined 3.8%	
541 students	218 students	2 students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	11.6% chronically absent	20% chronically absent
	Declined 1.8%	Increased 6.2%
5 students	249 students	60 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	4.5% chronically absent	5.9% chronically absent
		Maintained 0.2%	Maintained 0.4%
7 students	1 students	44 students	17 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Green	No Performance Color	Yellow
11% chronically absent	8.1% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	4.5% chronically absent
Declined 2.2%	Declined 3.3%		Increased 1%
273 students	37 students	8 students	154 students

Data Statement: Strengths

1. Asian and White subgroups increased in Mathematics performance

Data Statement: Challenges

2. All students declined 14.6 points

Why are we getting these results?

3. More support in how to meet the academic needs of diverse learners is needed

Describe any strengths or challenges in implementing your improvement strategies this year that impacted these results.

4. Increasing supports for students who are bused to campus daily to increase connectedness and engagement
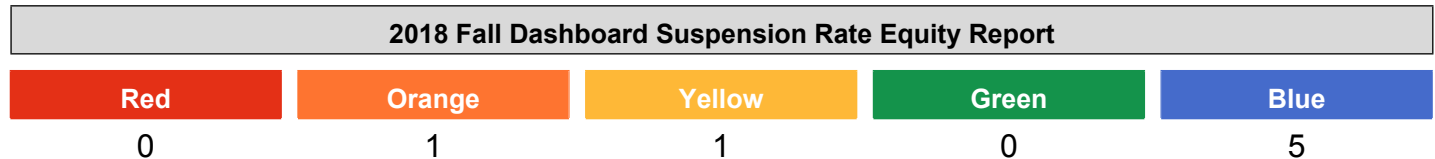
School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	1	0	5

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Blue	No Performance Color
0.7% suspended at least once	0.5% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0%	Declined -0.5%	2 students
548 students	221 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Blue	Yellow
Less than 11 Students - Data Not Displayed for Privacy	0.4% suspended at least once	1.6% suspended at least once
6 students	Declined -0.4%	Maintained 0.1%
	254 students	61 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0% suspended at least once	0% suspended at least once
7 students	1 students		
		Maintained 0%	Maintained 0%
		46 students	17 students

Hispanic	Two or More Races	Pacific Islander	White
Blue	Blue	No Performance Color	Orange
0.4% suspended at least once	0% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy	1.9% suspended at least once
		8 students	
Declined -1.1%	Maintained 0%		Increased 1.9%
278 students	37 students		154 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
0% suspended at least once	0.7% suspended at least once	0.7% suspended at least once

Data Statement: Strengths

1. Overall, low number of suspensions in 2018 for all students

Data Statement: Challenges

2. Most suspensions occurring with students who are either English learners or low socio-economically disadvantaged

Why are we getting these results?

3. Students need more supports in socio-emotional, conflict resolution, and PBIS supports

Describe any strengths or challenges in implementing your improvement strategies this year that impacted these results.

4. PBIS/Wellness team will be meeting regularly throughout the year to implement best practices and positive reinforcement systems to boost positive behavior

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Language and Literacy

LEA/LCAP Goal

Students will make progress toward meeting or exceeding grade level California Standards.

Goal 1

Increase student achievement in language and literacy, as measured by CAASPP, Galileo, and local reading assessments, with the expected outcomes outlined in the table below.

Identified Need
● Overall statements about the student performance strengths that the strategies (outlined below) will support.
● Overall statements about the student performance challenges that the strategies (outlined below) will address.

Continue to strengthen language & literacy daily block in order to increase rigor and outcomes for all student groups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome ● 17-18 for Summative Indicators (e.g., SBAC) ● 18-19 for Leading Indicators (Galileo, RI, F&P)	Expected Outcome ● 18-19 targets for Summative Indicators (e.g., SBAC) ● 19-20 targets for Leading Indicators (Galileo, RI, F&P)
SBAC ALL Students Status	-23.4 points below	10 points above proficient
SBAC ALL Students Growth	6.9 point rise	4 or 8 points rise in average distance from proficient
SBAC SED Students Status	-83.9 point below	0 points above proficient
SBAC SED Students Growth	-6.8 point decrease	15 points rise in average distance from proficient
SBAC EL Students Growth	6 point rise	15 points rise in average distance from proficient
SBAC SwD Growth	17.1 point rise	15 points rise in average distance from proficient
SBAC 3rd Grade Students Status	-34.8 points below	10 points above proficient
SBAC 5th Grade Students Status	-14.9 points below	10 points above proficient
SBAC 8th Grade Students Status	NA	10 points above proficient

Metric/Indicator	Baseline/Actual Outcome ● 17-18 for Summative Indicators (e.g., SBAC) ● 18-19 for Leading Indicators (Galileo, RI, F&P)	Expected Outcome ● 18-19 targets for Summative Indicators (e.g., SBAC) ● 19-20 targets for Leading Indicators (Galileo, RI, F&P)
Galileo All Students Status	46% met	65% of students meet or exceed grade level expectations
Galileo All Students Growth	46% met growth	80% of students make Expected Growth
Galileo "Sub-group" Growth	Will determine baseline in 2019-2020	80% of students make Expected Growth
Elementary: F&P All Students Status	52% met	65% of students meet Grade Level Benchmark
Elementary: F&P All Students Growth	50% met growth	80% of students make Expected Growth
Elementary: F&P "Sub-group" Growth	Will determine baseline in 2019-2020	80% of students make Expected Growth
Middle: RI All Students Status		65% of students meet Grade Level Benchmark
Middle: RI All Students Growth		80% of students make Expected Growth
Middle: RI "Sub-group" Growth		80% of students make Expected Growth

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy & Supporting Actions 1

Strategy

Elementary school students will receive Benchmark curriculum and small group with the use of F&P data.

Students to be Served by this Strategy
(Identify either All Students or one or more specific student groups)

All Students

Teachers will meet in grade level teams 3 times per year to plan and collaborate.	To pay for substitute teachers to release teachers.	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental A	4,000
Teachers will receive professional development during regularly scheduled staff meetings.	No additional cost to site.		

Reading Specialist will provide individual and team collaboration on using Benchmark and making effective use of F&P data.	1.0 FTE Reading Specialist	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	147,045
Teachers will attend a full-day PD by Benchmark trainer.	No additional cost to site.	5800: Professional/Consulting Services And Operating Expenditures District LCFF Supplemental C	
Teachers will get release time to observe colleagues implementing Benchmark.	To pay for substitute teachers to release teachers.	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental A	2,000
In collaboration with Reading Specialist, Principal with observe classrooms and provide feedback based on Benchmark implementation and best practices.	No additional cost to site.		

Strategy & Supporting Actions 2

Strategy

Students will receive Tier 2 and Tier 3 in the classroom intervention instruction by Reading Specialists.

Students to be Served by this Strategy
(Identify either All Students or one or more specific student groups)

Tier 2 and Tier 3 students

Reading Specialist will help identity and provide Tier 2 and Tier 3 services to students.	0.5 Reading Specialist	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	59,973
Reading Specialist will help identity and provide Tier 2 and Tier 3 services to students.	1.0 FTE Reading Specialist (see cost expenditure above in Strategy 1)		
Para-educator will provide Tier 2 services outside the classroom.	2.5 hours per day Classified support	2000-2999: Classified Personnel Salaries Site LCFF Supplemental A	17,980

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Mathematics

LEA/LCAP Goal

Students will make progress toward meeting or exceeding grade level California Standards.

Goal 2

Increase student achievement in language and literacy, as measured by CAASPP, Galileo, and local assessments, with the expected outcomes outlined in the table below.

Identified Need

● Overall statements about the student performance strengths that the strategies (outlined below) will support.
● Overall statements about the student performance challenges that the strategies (outlined below) will address.

Students need exposure and mastery of Mathematical Practices to think and behave in a mathematical fashion.
Teachers need to offer math talks as a way to provide explicit direct instruction while providing students and teacher to practice mathematical concepts.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome • 17-18 for Summative Indicators (e.g., SBAC) • 18-19 for Leading Indicators (Galileo, RI, F&P)	Expected Outcome • 18-19 targets for Summative Indicators (e.g., SBAC) • 19-20 targets for Leading Indicators (Galileo, RI, F&P)
SBAC ALL Students Status	-31.5 points below	10 points above proficient
SBAC ALL Students Growth	-14.6 point decrease	3 or 5 points rise in average distance from proficient
SBAC SED Students Status	-82.6 points below	0 points above proficient
SBAC SED Students Growth	-25.1 point decrease	15 points rise in average distance from proficient
SBAC EL Students Growth	-12.3 point decrease	15 points rise in average distance from proficient
SBAC SwD Growth	-6.4 decrease	15 points rise in average distance from proficient
SBAC 3rd Grade Students Status	-28.3 points below	10 points above proficient
SBAC 5th Grade Students Status	-33 points below	10 points above proficient

Metric/Indicator	Baseline/Actual Outcome • 17-18 for Summative Indicators (e.g., SBAC) • 18-19 for Leading Indicators (Galileo, RI, F&P)	Expected Outcome • 18-19 targets for Summative Indicators (e.g., SBAC) • 19-20 targets for Leading Indicators (Galileo, RI, F&P)
SBAC 8th Grade Students Status	NA	10 points above proficient
Galileo All Students Status	37% met	60% of students meet or exceed grade level expectations
Galileo All Students Growth	46% met growth	80% of students make Expected Growth
Galileo "Sub-group" Growth	Will determine baseline in 2019-2020	80% of students make Expected Growth

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy & Supporting Actions 1

Strategy

Teachers will teach math standards within the district adopted curriculum through integrated whole-group and strategic small group lessons using differentiation and best practices in ELD and Inclusion.

Students to be Served by this Strategy
(Identify either All Students or one or more specific student groups)

All students, with a focus on English Learners and Students with disabilities.

Professional development in counting collections for new teachers including 3rd grade teachers.	Pay teachers to attend training.	1000-1999: Certificated Personnel Salaries District LCFF Supplemental C	
Math TOSA to coach teachers, provide PD onsite at staff meetings, facilitate peer observations, and support teacher/grade level PLC's once a month.	Math TOSA 0.4	1000-1999: Certificated Personnel Salaries Low Performing Student Block Grant	47,224
Teachers to attend Math PLC and engage in a cycle of inquiry based on data analysis of student work.	Pay for substitutes to release teachers to attend coaching cycles.	1000-1999: Certificated Personnel Salaries Low Performing Student Block Grant	19,536
Implement a tool for observation to collect information to guide teaching practice, Math TOSA will support with pre/post conferencing with teachers.	No additional cost to site.		

Collaborate with Abbott Complex school and Math TOSAs to host a Math Night at Abbott Middle School in order to promote mathematical thinking, enhance growth mindset, and engage/educate families.	No additional cost to site.			

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Student Wellness

LEA/LCAP Goal

Students will engage in ongoing healthy lifestyles supporting social, emotional and physical aspects.

Goal 3

Students will experience high levels of school engagement and positive social emotional relationships with students and adults.

Identified Need

Adding Tier 2 & Tier 3 support through counseling services to better improve our MTSS as we continue to strengthen our Tier 1 system (PBIS).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic absenteeism	8.7% are chronically absent	We would like to see a decrease in absenteeism.
Suspension data	0.7% suspended at least once	We would like to see the use of restorative justice practices to help decreases suspensions.
CHKS School connectedness (5th grade)	71% of 5th grade students feel connected to school 89% of 5th graders feel academically motivated	Increase across grade levels

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy & Supporting Actions 1

Strategy

Continued implementation of PBIS systems with SEL best practices, positive socio-emotional relationships with adults, and high levels of school engagement.

Students to be Served by this Strategy
(Identify either All Students or one or more specific student groups)

All students, specifically English Learners and Socio-economically disadvantaged students.

Continue to develop school-wide PBIS systems for adults to implement consistent, common language on best practices.	Leadership and materials; subs	4000-4999: Books And Supplies Site LCFF Supplemental C	1,000
Implement Project Cornerstone to engage families on PBIS beliefs.	Fees and materials	5800: Professional/Consulting Services And Operating Expenditures Site LCFF Supplemental C	5,000
Counselor will provide Tier 1 whole-group demonstrations on socio-emotional learning.	1.0 FTE counselor	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	
Playworks coach will implement safe and engaging play structures at lunch recess with student leaders.	Program fees	5800: Professional/Consulting Services And Operating Expenditures Title IV	25,000

Strategy & Supporting Actions 2

Strategy

Students receive Tier 2 and Tier 3 counseling services.

Students to be Served by this Strategy
(Identify either All Students or one or more specific student groups)

Identified students

Counselor & art therapist provides individual and small group pull-out counseling services.	see counselor expenditure above in Strategy 1 Part time art therapist	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Family Engagement

LEA/LCAP Goal

Strengthen school-home communications; integrate family assets into school services; and engage families to deepen their support for their child's academic and social-emotional growth in alignment with the school.

Goal 4

Strengthen school home communications; integrate family assets into school services; and engage families to deepen their support for their children's academic and social emotional growth in alignment with the school.

Identified Need

Increase parent engagement, with a focus on families of English Learners and Students with Disabilities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Participation/Rosters attendance meetings	Will determine baseline in 2019-2020 by consistently gather parent attendance	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy & Supporting Actions 1

Strategy

Build and sustain school-home communication systems that support learning and promote student achievement by increasing healthy partnerships between staff and families.

Students to be Served by this Strategy
(Identify either All Students or one or more specific student groups)

All students, with particular focus on English Learners and Students with Disabilities.

Offer parent education nights to provide opportunities to complete Parent Portal and provide training on technology.	Provide child care and materials costs	5000-5999: Services And Other Operating Expenditures Site LCFF Supplemental C	2,000
Community Outreach Worker provides support to English	2 hours per day para-education support	2000-2999: Classified Personnel Salaries	16,239

Learner families with home-to-school communication.		District Title I	

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Christian J. Rubalcaba	Principal
Kathleen Petrilla	Classroom Teacher
Anna Lazar	Classroom Teacher
Angela Quillen	Classroom Teacher
Gisele Lennox	Other School Staff
Barbara Sibley	Parent or Community Member
Michelle Pauling	Parent or Community Member
Elyethe Martinez	Parent or Community Member
Jennifer Dorn	Parent or Community Member
Cory Call	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
E Martinez	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 06/13/2019.

Attested:

Signature	
	Principal, Christian J. Rubalcaba on 06/13/2019
	SSC Chairperson, Michelle Pauling on 06/13/2019